JUST READ THIS

FAREWELLS AND GREETINGS
Saying goodbye to one cohort, and welcoming in the next

As a graduate student body, it is time to bid farewell to some of the people with whom we have spent varying numbers of glorious years. Congratulations, and good luck to all, wherever your travels lead you!

Graduating MAs:

Sarah Bublitz

Holly Burgess

Kevin Foley

Erin McNulty

Peter Spaulding

Davis Wetherell

Graduating PhDs:

JT Lorino

Sunil Macwan

Adrianne Wojcik

2018-2019 AEGS Executive Board

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- Many thanks to Erin McNulty, Peter Spaulding, and Davis Wetherell for their service on this past year's board.

T. S. ELIOT

"FOR LAST YEAR'S WORDS BELONG TO LAST YEAR'S LANGUAGE AND NEXT YEAR'S WORDS AWAIT ANOTHER VOICE. AND TO MAKE AN END IS TO MAKE A BEGINNING."

FOUNDATIONS IN RHETORIC
A Brief Overview of the New Course

Each instructor will guide students through four units in which they will focus on learning to read critically and putting their own ideas into dialogue with others, engaging research as an opportunity to learn things and maybe change their minds, learning to revise their writing for different audiences and purposes and learning to undertake significant revisions of their own writing, learning to revise their *reading* of other people's writing in ways that are critical and fair, and learning to present their ideas orally to others through a variety of activities from class discussions to possibly formal presentations.

The endpoint of the course is for students to compose a researched argument—not around a single text but around one of three unit questions. Along the way they will

- identify and evaluate source texts (in various genes and media),
- understand how those texts are (or could be) in conversation,
- insert themselves into that conversation

This is not an intro to lit or a comp theory course. Our primary goal is to help students learn to read texts (both rhetorically and in conversation) and to compose texts that enter into that conversation. In short: we're teaching methods of reading and writing rhetorically.

For Units 1-3, the instructor develops a question and chooses a small collection of texts to inspire and inform conversation. In each unit the instructor will curate a "pod" of 5-7 very brief readings, representing multiple genres, related to the unit's question.

Example questions:

- Is healthy eating the responsibility of the individual or the government?
- Is possible to "own" a text? Can you ethically "borrow" someone else's text?
- What impact does who you are have on how and where you live?
- Is guilt a useful emotion?

We are in the process of creating sample materials for the course—sample pods, sample assignments, and sample assessment materials. All of these will be posted on a new FiR website that is in development and should be live by the end of June.

We will be holding a FiR workshop for all instructors in the week before classes begin in August; tentative dates August 21-24. Information will be forthcoming about this workshop as we confirm the dates and schedule.

IN ADDITION, the graduate 6840 class, which all our incoming PhD students will take, will have an open practicum every week in the fall semester, and we will welcome all instructors (Graduate, Visiting, and regular faculty) to attend and share their experiences and questions with the group.

Assignment Sequence

	Unit 1	Unit 2	Unit 3	Unit 4
Skill being developed	*Reading rhetorically*	*Putting texts into conversation—with each other and our own ideas*	*Embracing research as a process of discovery*	*Combining the skills of the previous three units*
Central assignment	**Rhetorical analysis of a single text**	**Entering the conversation**	**Reflective research narrative**	**Researched argument**
Number of texts	1 text selected from the unit "pod"	4-6 texts selected from the unit pod	7-8 texts 3-4 selected from the unit pod 3-4 identified by the writer	8-15 texts 4-8 from previous essay 4-7 new texts identified by the writer
Number of pages	2-3 pages	3-4 pages	6-7 pages	6-8 pages